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AUTHOR Ronan, Michael B.
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ABSTRACT

A model program was developed to find ways to bring illiterate and undereducated adults into Massachusetts adult education programs. Prospective program clients (young adults) who will be identified by such organizations and agencies as schools, courts, welfare offices, and veterans and civic groups will be contacted by outreach workers to determine their economic, social/emotional, and occupational needs. Program activities including academic and life skills, occupational assessment and vocational training, and job placement will be determined by the goals and objectives generated by the needs assessment. Activities will take place at local schools. A summer component and pilot program will be developed. An independent evaluator will be hired to conduct an ongoing assessment of the program. Research has indicated that active cooperation between agencies and local programs is a key factor in encouraging participation in adult educational programs and that occupational training and job placement should become integral components of existing programs. It is recommended that Massachusetts education officials review adult education needs assessment research conducted in New York State to determine the feasibility of a similar study in Massachusetts. (Appendixes, constituting one-fourth of the report, contain competency standards and a questionnaire for use in evaluating adult education programs.) (MN)

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A COLLABORATIVE APPROACH TO ADULT EDUCATION:

THE ANDRAGOGY MODEL

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Michael B. Ronan
May, 1980

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A Collaborative Approach To Adult Education:

The Andragogy Model

Introduction

The Massachusetts Board of Education has stated that adult education is an essential and integral component of the education process in the Commonwealth.[1] This view is shared by the Lee Public Schools. The school's philosophy states that:

> . . . education is a community based lifelong process. Each community member must be provided with life-long learning opportunities.[2]

To achieve this aim both the Commonwealth of Massachusetts and the Lee Public Schools must determine the needs of the adult population and develop a system for providing appropriate services.

Statement of the Problem

Several studies show that a very small percentage of adults in Massachusetts attend existing adult education programs.[3] Over 1.4 million adults in the Commonwealth do not have a high school diploma. Of these 1.4 million adults, 750,000

have less than an eighth grade education. In addition to this group, there are 12,500 immigrants who enter the Commonwealth each year and are eligible for citizenship training courses. Enrollment figures show that only 2% of all adults eligible for Adult Basic Education programs are currently enrolled. Only 8% of those adults who do not possess a high school diploma are enrolled in a General Education Development course. Citizenship training courses attract only 33% of the immigrant population. General education offerings attract less than 5% of the total adult population. In sum, adult education programs do not attract, in any significant number, the people the programs purport to serve. The problem, then, is how can adult education attract more students?

Local program directors and state officials are confident that current offerings are widely known. When asked to produce some data to support that contention, officials invariably cite statistics generated from surveys of those students who attend existing programs. There is little data on those who do not attend programs. That is, state officials and local directors do not know if those adults who do not attend existint programs are aware of the programs and know how to enroll in these programs.

Awareness and knowledge of programs will not guarantee an increase in enrollment. Course offerings must meet the needs of the local population. Curriculum development, in

most adult education programs, has been haphazard. Most programs offer courses that adults, who are already enrolled, state that they would like to see offered in the future. While this does guarantee a local program a continuing enrollment, it does not address the needs of those adults who are not enrolled. How, then, can local school systems become more responsive to the needs of adults and increase the number of adults who attend adult education courses?

The dearth of studies on this issue precludes the development of a system based upon existing data. Therefore, the author will propose a model program which will generate data that will lead to the development of programs which will be responsive to the needs of adults.[4]

Significance of the Problem

The significance of this problem is self-evident. Correspondence with adult education officials in the Commonwealth over the past five months has served to substantiate earlier judgments. State officials do not know why people do not attend local programs. Assessing and meeting local needs is the most significant barrier. However, it is not the only barrier. It is this author's belief that once needs are identified and services are offered, two critical points have been plotted. The model proposed herein will not only help to identify those points but also how to establish the

individual connections to complete the circuit. The model's success will be measured by its effectiveness in increasing the number of adults attending the local program and if these results can be replicated in other areas.

Statement of Hypothesis

The author has developed this hypothesis during this research project: There is a large adult population that does not take advantage of existing adult education programs due to the structure of these programs.

Assumptions of the Study

This study is predicated upon the following assumptions:

1. Adult education is an integral component of the education process.
2. The dynamic nature of society mandates lifelong learning.
3. Local school systems have an obligation to assess the needs of local adults and to provide appropriate services.

Limitations of the Study

Due to the limitations stated herein, this study is, in fact, incomplete. The data which will be generated from this study will insure that a future study of this topic will provide

direction to adult education program directors. Specific limitations are as follows:

1. No studies have been published in the Commonwealth of Massachusetts which:
   a. Document the needs of adults who do not attend existing adult education programs.
   b. Address the question of what keeps adults from attending existing programs.
2. Local agencies have not undertaken any cooperative venture to insure that the educational needs of their clients are being addressed. Interagency competition is certainly a restraining factor here.
3. Survey results (see Appendix B) are incomplete.
4. While the author has been working on this study for several months, this time has still not been adequate.

Definition of Terms

For the purpose of this study the following definitions will prevail:

1. Adult: A person sixteen years or older.
2. Adult education services: Any program, course, or assistance offered by or through a local school

system(s), which is designed to assist local residents in the acquisition of a high school diploma or work-related experiences.

Massachusetts statute (Chapter 71, Section 18) requires local school systems to provide a course if 25 or more adults request, in writing to the local superintendent, that the course be given. In addition, the General Laws require all school systems to provide access to a citizenship education course each year, if there is an interest expressed by a local resident (Chapter 69, Section 10A).

Under proposed legislation to take effect after July 1, 1980, Chapter 71, Section 18, as cited above, will be supplemented by Chapter 71C. This law will define the adult education student in terms of the programs in which he/she is enrolled. An "adult education pupil" will be defined as:

> . . . any person aged 16 or older who attends courses in the public schools provided under the provisions of this chapter and who is not enrolled in a regular day school program, day vocational program, transitional bilingual education program, or special education program pursuant to Chapter seventy-one B.[5]

This definition is further clarified by adding that an "adult vocational education pupil" is:

> . . . any person aged 16 or older who attends evening vocational education courses or evening practical arts courses offered pursuant to this chapter and to Chapter seventy-four and who is not enrolled in a day vocational program.[6]

The proposed legislation also allows school systems to include under the heading "basic educational attainment programs" courses for academic credit taken by adult education pupils for a high school diploma or in preparation for the general educational development examination. This will also include adult basic education courses. School systems are encouraged to offer "general educational enrichment courses " such as physical education, to interested adult education pupils. "Work related instruction," in terms of either vocational instruction or practical arts instruction, may also be offered.

The incentive to local school districts comes from a change in the state aid formula. Students who fall under the definition of "adult education pupil" or "adult vocational education pupil" may be included, through a specified formula, in the total number of pupils enrolled in a school district.

3. Approved Program: A program of instruction approved by the local board and the commissioner of education.

A program plan includes information as to organization, control, location, equipment, qualifications of teachers, and methods of instruction.

4. Teachers of Basic Educational Attainment Courses: Those people who hold a certificate under Section Thirty-Eight G of Chapter Seventy-One or Section Six of Chapter Seventy-One A.[7]

5. Illiterate: The United States Office of Education defines literacy as a learner who has completed eight years of formal schooling, with no further elaboration or qualification regarding the quality of education or achievement test results. Since some adults have attained this level of education, but function below that grade level, provisions have been made in the proposed law to include adults whose performance level is less than eighth grade, but whose level of education is higher than eighth grade.

6. Undereducated: The United States Office of Education defines undereducated as those who have completed eighth grade but have not received a high school diploma. The same rationale described above applies here.

Presentation and Analysis of Data

Traditional areas of adult education have included adult basic education, high school equivalency diplomas, citizenship education, occupational training and retraining, and avocational and cultural education. Adult education has rested upon the premise that a human being never ceases to learn. In today's rapidly changing world an adult must continue to adapt in order to survive. Adult education programs have provided the means through which adults could learn and adapt, in order to continue to be productive members of society. Over the past several years the rapidity of change has brought a heightened urgency to meeting the educational needs of adults.

The Commonwealth of Massachusetts continuously seeks to attract high technology industries. It is estimated that up to 70% of all future jobs in Massachusetts will be filled by skilled workers. Access to postgraduate training programs requires a high school diploma or a G.E.D. certificate. Yet, in 1977 an estimated 33% of the total adult population in Massacusetts did not have a high school diploma. The current and future economic losses to local communities are twofold. There is a significant loss in tax revenue from corporations who move because they cannot find skilled workers and from prospective employees, and the amount of money which must be diverted to support the unemployed, undereducated, and illiterate. The problem is more widespread than most believe.

The primary source of data describing the educational attainment of Massachusetts adults is the Massachusetts population characteristics of the 1970 U.S. Census. In summary, the following observations can be made:[8]

1. 11.8% of the 423,212 adults in Massachusetts, 16 years of age and over, were illiterate by U.S.O.E. definition.
2. 1,415,564 adults, 16 years of age and over, were undereducated by U.S.O.E. definition. This figure represented 40% of the total adult population in Massachusetts in 1970.
3. An analysis of this data by race shows that 12% of the whites, 16% of the blacks, and 27% of Spanish speaking adults, 16 years of age and over, were illiterate by U.S.O.E. definition. 39% Of the whites, 51% of the blacks, and 53% of Spanish speaking adults, 16 years of age and over, were undereducated by U.S.O.E. definition.

Economic data indicated that in 1970 an illiterate adult male earned 32% less than a male high school graduate. An undereducated male adult earned 15% less than a male high school graduate. Conversely, it was noted that increased levels of educational attainment were positively correlated with increasing incomes. It was also noted that a large percentage of those receiving assistance from Aid to Families with Dependent Children were either illiterate or undereducated.[9] The Worcester State

College report further noted that incidences of poverty and crime were strongly correlated with the level of educational attainments.[10] Dropout studies often note that the parents of the dropout had themselves quit school. One might note that, given this large number of illiterate and undereducated adults in the Commonwealth, the potential for the problem to grow is evident.

Two years ago the Massachusetts Department of Education began to move away from its insular view of adult education. The Department published a Policy Paper on Community Education, which stated that:

> The community education process can and will be applied to educational and other service programs offered to the schools and to the community, including adult education, K-12, and pre-school.[11]

Community education is built upon the premise that there is a ". . . mutual interdependent relationship and fundamental linkage between the home, the school, and the community."[12] Community education is concerned with the needs and desires of a community from infants to senior citizens. The school, because of its position in the community and its facilities, becomes the agent for implementation of this concept. In May, 1979 the Bureau of Adult Services published a position paper which acknowledges that adult education is but a subset of community education. The Bureau of Adult Services became known as the Bureau of Community Education and Adult Services in August, 1979. The legislation described above (page 6)

was brought before the General Court last fall. In essence, the Department of Education has recognized the magnitude of the problem and has proposed major changes in the way that services are provided to adults in the Commonwealth.

Based upon enrollment figures provided by the Department of Education, this author estimates that only 2% of all adults eligible for Adult Basic Education programs are actually enrolled. Furthermore, only 8% of those adults who do not possess a high school diploma are enrolled in general education development courses. What, in the past, has kept these adults away, and how will the movement toward community education bring more of these adults into existing or new programs?

There is a paucity of information on the adult population in Massachusetts to help explain why such small percentages of adults attend existing programs. There are currently fourteen full-time Adult Basic Education programs and seventeen part-time programs in Massachusetts. Eighty percent of the instructional time must be spent, by law, with students whose level of performance is less than grade 8. Twenty percent of the time may be spent with students in a general educational development program.

The author has contacted several ABE regional supervisors and sent questionnaires to fifteen program directors.[13] While survey results are not complete, several trends are emerging:

1. The majority of part-time programs do not conduct needs assessments.
2. There is little coordination between part-time programs and other local agencies.
3. Formal evaluation of programs, courses, and teachers by students is not widespread in part-time programs.
4. Full-time programs overall have greater contact with other agencies, although this is on an informal basis.
5. Full-time programs indicate they have done a needs assessment.
6. The directors of either full-time or part-time programs have not conducted a survey of nonparticipants.

Regional supervisors are not aware of any studies done by the Department of Education in these areas. Given this information, the author looked to other sources for information on why more adults were not enrolled in existing programs.

In the fall of 1975, the Division of Continuing Education of the State of New York undertook a massive study of adult education needs,continuing education delivery systems, and an assessment of inservice training needs of the continuing education staff in New York.[14] Nineteen-thousand and seventy-seven adults were asked the question:

> Since leaving school, have you received instruction in any subject or skill? Here are some

> examples of what we mean: adult or continuing education classes, college courses, correspondence courses, on-the-job-training, private lessons, TV courses, mini-courses, classes in a church or club.[15]

While this question is very broad, and does not distinguish between "formal" and "nonformal" instruction, it did reveal that sixty-nine percent (69%) of the sample had participated in a continuing education program. The group which is of interest here is the thirty-one percent (31%) who said that they had not participated in a continuing education program.

The demographic characteristics of the nonparticpants in the New York study are very similar in nature to the characteristics of the undereducated and illiterate as cited in the Worcester State College study. That is, both groups were younger, earned less, and had attended fewer years of school. In the New York sample Hispanics accounted for the largest percentage of nonparticipants by race. In the Worcester State College study, Hispanics accounted for the largest percentage of illiterate and undereducated adults. Thus, several target groups emerge: young Hispanics, blacks and whites in low income brackets. Support agencies which have contact with this group are an obvious starting point for an educational group wishing to meet the needs of the least educated adults in their community. The New York study reveals other interesting information on nonparticipants.

The first choice learning interest in the New York study of nonparticipants was not as job related as former participants.[16] However, in those cases where the nonparticipants' interest were job related, the respondent was interested in studying in order to find a new job.[17] Nonparticipants expressed a greater interest in home study because of the convenience and the fact that they could learn at their own speed.[18] The majority of nonparticipants said they could attend three to four sessions a week, Monday through Thursday. The fall season and evening classes were also cited as preferred times of attendance. Nonparticipants were more interested in individual and self-guided instruction than previous participants.[19] Even with this type of information, there are some formidable barriers which keep nonparticipants out of existing programs.

It is interesting to note that both participants and nonparticipants list almost identical barriers to participation. (See Table 1.)

Table 1 [20]

Most Important Barriers by Previous Participation in Continuing Education

Previous Participants (N = 13,639)	%	Nonparticipants (N = 6,136)	%
1. Home, other responsibilities	12.6	1. Home, other responsibilities	11.8
2. Class schedule inconvenient	10.0	2. Cost of tuition	10.8
3. No class offered	9.5	3. No class offered	6.3
4. Cost of tuition	9.1	4. Class schedule inconvenient	6.3
5. Job responsibilities	6.7	5. Class too far away no transportation	4.9
6. Class too far away no transportation	3.7	6. Job responsibilities	4.8

While at first this data does not appear to offer any specific clues as to how to encourage more nonparticipants to enroll in a program, nevertheless the clues are there. When cross referenced to other data the researchers had gathered, they noted that nonparticipants were:

1. Not available as many seasons of the year or days of the week as participants.
2. Not as likely to pay a high rate of tuition.
3. Not as likely to have private transportation available.[21]

In sum, nonparticipants need to have courses offered close to their homes, or have access to cheap public trans-

portation, not be charged a high rate of tuition, and the courses must be given at a convenient time. What correlation exists between this data and what is known about the adult population in Massachusetts?

As stated above, there is no comparable data on non-participants in Massachusetts.[22] However, in reviewing the demographic characteristics of adults in Massachusetts, the level of income would support an inference that those reasons cited above, especially numbers two and three, would also apply here. Low income is also, although not universally, indicative of seasonal work and irregular work schedules. Thus, the problem of availability to take courses would also be a factor. Overall, there appears to be a logical basis for the inferences stated. How, then, are the barriers to be overcome?

It appears evident that the hypothesis stated above is proven by the data cited in this section. The main barrier to participants lies with the structure of existing programs. This author feels that the impetus for changing the structure of existing programs lies with the community education movement. Community education is built upon the concept of an active partnership between the school and the community. Towns and cities which adopt this concept should see:

1. More cost-effective programs.
2. Greater utilization of schools.
3. Development of a sense of community.

4. Greater community participation and involvement.
5. Greater sensitivity to the special and basic needs of the total community.
6. More effective coordination of educational and human services.
7. Identification of and access to community resources that promote equal opportunities for individual learning and community development.
8. The establishment of the community as a learning environment.[23]

It is essential that towns and cities which wish to address the needs of illiterate and undereducated adults move in the direction of community education. What is proposed here is, that given this direction, optimum conditions will exist for the development and implementation of a model to meet the needs of least educated adults in a community.

Restatement of the Problem

Illiterate and undereducated adults have been selected as the target pooulation due to the enormous economic and social losses associated with this group. If an adult is to continue to be a productive member of society, then he/she must attain what most people consider essential, that is a high school diploma. It is understood that the credential alone does not

guarantee competence. However, the assumption here is that the credential is awarded to those adults who have achieved the desired level of performance as established by the Commonwealth of Massachusetts. The problem then is how can illiterate and undereducated adults be brought into adult education programs?

Description of Procedures

Acceptance of the concept of community education will be slow. The level of community involvement varies from school to school. Philosophically, the concept has been accepted by the State Board of Education and draft legislation is currently before the General Court. It is believed that community education, with its emphasis on agency cooperation, joint planning, and judicious use of resources, will create optimum conditions for the proposed model. However, it is recognized that such conditions are not present at the model's inception.

As cited above, the major barriers for nonparticipants are:

1. Home, other responsibilities
2. Cost of tuition
3. No class offered
4. Class schedule inconvenient
5. Class too far away, no transportation
6. Job responsibilities. [24]

It can be inferred, then, that a program which is flexible, in terms of time schedule and location, involves little or no cost and provides economic and emotional support to its participants, has a greater chance of attracting undereducated and illiterate adults. In most areas one school system could not meet these conditions. Given the community education concept, a local school could provide more services than it currently does. Maximum effectiveness could be attained if several school systems operate through an educational collaborative. This type of cooperative venture will dramatically alter the current structure of adult education and will create unlimited opportunities for adults to enter programs designed to meet their needs.

The five key components of the ANDRAGOGY MODEL are:[25]

1. Needs assessment
2. Program goals and objectives
3. Program activities
4. Program results
5. Program evaluation.

Graphically the model may be illustrated as a cylindrical process.

Figure 1

ANDRAGOGY MODEL

The model will initially serve young adults who, according to the statistics cited in the Worcester State College Report, constitute a significant group. Current life expectancy projections also indicate that this group will have a great need for these services. Members of this target group in the geographic area serviced by the school districts, which participate in this collaborative effort, will be identified through:

1. Schools
2. Probation office, courts, and the county jail
3. CETA
4. Welfare office
5. Division of Employment Security
6. Veterans, civic, and church groups
7. Personnel directors in local industry
8. Other social agencies.

Prospective clients will then be contacted by outreach workers or a person known to the client who is working in cooperation with the outreach workers.[26] Specific educational, economic, social/emotional, and occupational needs will be assessed. These needs will become the basis for both project goals and objectives and the individual educational plans for each adult.

2. The relationship of needs to goals and goals to objectives.
3. The activities selected to achieve the objective and how well these activities help to accomplish the objectives. Methodology, materials, and the nature of the feedback will be crucial components to be evaluated.
4. The nature of the information necessary to determine if the activities are reaching the objectives and subsequently the stated needs.

Sources of information will range from the interactions between outreach workers and local agencies and prospective clients to standardized test results and actual job placement. A longitudinal study of adults served by this program will offer valuable information to the program director.

Major Findings

There are a large number of interesting and exciting developments in the area of adult education. Many programs in the Commonwealth, however, operate as closed systems. That is, if an adult comes to the program, services will be provided. On the other hand, few attempts are made to tap the huge pool of undereducated and illiterate adults and to create the conditions necessary for their entry into

Program activities will be determined by the goals and objectives generated by the needs assessment. Generically, activities will range from academic and life skills to occupational assessment and vocational training, to job placement. Local schools will provide services currently available in their buildings. Tuition will be paid and transportation, where necessary, will be paid for from grant funds received by the educational collaborative. Time schedules will span the current school day and current continuing education programs. A summer component will be developed. A pilot project, using C.A.T.V. to provide instruction on preparation for the general educational development exam,will be initiated in the first year. The program will function as an open-entry, open-exit approach to adult education. Agency cooperation and support will be essential. CETA, in particular, can provide financial support to the adults, concurrent job training, and job placement.

An independent evaluator will be hired. The evaluator will conduct a continuous and ongoing assessment of the program. Specifically, this process evaluation will be concerned with:

1. The needs cited to justify the existence of the program, how these needs were determined, and why specific methods of identification were used.

the program. In most cases local directors are unaware of what keeps adults out of their programs. Current practice does not indicate a high level of active cooperation between agencies and local programs. Occupational training and job placement are not intergal components of many existing programs.

Conclusion

The ANDRAGOGY MODEL is proposed as an alternative to current adult education program structures. It is felt that the proposed evaluation process will yield a significant body of data to be used in modifying this program and providing guidance to those who wish to develop similar programs.

Recommendations for Further Investigation

At this time the author would recommend to the Bureau of Community Education and Adult Services that it review the data generated by the New York State Continuing Education Needs Assessment to determine the feasibility of conducting a similar study in Massachusetts.

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FOOTNOTES

1. Massachusetts State Board of Education, Policy On Adult Education (Boston: Bureau of Community Education and Adult Services, August, 1979), p. 1.

2. Michael B. Ronan, et. al., Lee Public Schools Statement of Philosophy and Goals (Lee, MA: Office of Curriculum and Instruction, 1979), p. 2.

3. Worcester State College Adult Right to Read Academy, Adult Illiteracy and Undereducation (Worcester, MA: Worcester State College, 1979) pp. 4-10. Massachusetts State Board of Education, Policy On Adult Education (Boston: Bureau of Adult Services, May, 1979) pp. 7-13. Massachusetts Dissemination Project, Community Education (Boston: Bureau of Community Education and Adult Services, Fall, 1979), pp. 19-38.

4. Grants to fund the model applied for under P.L. 95-561 and P.L. 94-142.

5. Joint Education Committee. An Act Providing For A Uniform System of Adult Education (Boston: Massachusetts General Court), p. 6.

6. Ibid.

7. The proposed competencies for adult education certification are listed in Appendix A.

8. Op. cit., Adult Illiteracy and Undereducation.

9. Ibid.

10. Ibid.

11. Op. cit., Community Education, pp. 1-4.

12. Ibid.

13. Questionnaires(see Appendix B) were sent to the directors of eight full-time programs and seven part-time programs.

14. New York State Department of Education, New York State Continuing Education Needs Assessment Report No. 1: Statewide Analysis (Albany: Department of Education, 1977), p. 15.

15. Ibid., p. 15.

16. Ibid., p. 77.

17. Ibid.

18. Ibid.

19. Ibid., pp. 77-80.

20. Ibid., p. 81, Table 62.

21. Ibid., p. 82.

22. Op. cit., Adult Illiteracy and Undereducation.

23. Op. cit., Community Education.

24. Loc. cit.

25. Andragogy is a term borrowed from M. Knolwes, referring to the art and science of helping adults to learn.

26. Outreach workers must take care to review all known data on nonparticipants. Clients must be approached through their primary language. Counseling will play a large role in retaining those who enroll.

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APPENDIX

4.0 Competency Standards

The standards listed in this section will be used to evaluate institutional programs as described in Section 3.0, individual programs as described below, and individual experience as described in Section 5.0. It is the responsibility of the candidate to establish to the satisfaction of the Bureau that the courses and other experience submitted were appropriate to the development of the competencies specified under each of the standards. Courses counted toward one certificate may be counted towards additional certificates if they meet the standards, but practicums and internships (if any) will be counted towards one certificate only.

4.1 Adult Education Teacher and Teaching Assistant

Standard I - The effective teacher is knowledgeable in adult education. To meet the standards, the candidate will demonstrate that he/she:

a. Knows and uses the theories and practices of adult education.

b. Knows the changes in psychological, mental and social development of adults as they affect learning.

c. Knows the agencies within the community, or how to locate those agencies, which can assist adult learners.

d. Knows and uses economic and labor market information that can be applied to the vocational endeavors of adult learners.

Standard II - The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and to maintain a sense of purpose among learners. To meet this the candidate will demonstrate that he/she:

a. Helps the adult learner determine personal learning objectives and become a self-directed learner.

b. Plans group and individualized instruction using materials which will be most relevant and appropriate to the individuals needs, interests and experiences.

c. Incorporates community resources in instructional activities.

d. Adopts generally available adult materials for instructional purposes.

Standard III - The effective teacher displays an attitude that is equitable, sensitive and responsive to all learners. To meet this standard, the candidate will demonstrate that he/she:

a. Avoids and discourages racial, sexual, social, ethnic, religious, physical and other stereotyping.

b. Accepts learners as adults and provides a positive atmosphere for learning.

Standard IV - The effective teacher uses the results of various evaluative procedures to assess learning needs and effectiveness of instruction. To meet this standard, the candidate will demonstrate that he/she:

a. Knows how to use, and the advantages and disadvantages of, various assessment instruments and procedures, to include standardized tests and informal procedures, criterion-referenced tests, and applied performance procedures.

b. Uses evaluative procedures appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, and corrects for any ethnic, racial or sexual bias in evaluation.

c. Interprets evaluative results and uses formal and informal results to improve instruction.

d. Encourages the involvement of students in evaluation of instruction.

e. Evaluates his or her own role, behavior and performance in the classroom.

Standard V - The effective teacher has expertise in one or more components of adult basic/secondary education. To meet this standard, the candidate will demonstrate that he/she:

a. Knows the primary skills in such specialized areas of adult education as basic skills, GED, ESL, life skills, and/or alternative diploma programs.

b. Organizes a plan of instruction that demonstrates appropriate sequence, continuity, and integration.

c. Applies skills taught in an area of specialization to common adult experience.

Standard VI - The effective teacher is a life-long learner and continues to develop knowledge, skills and attitudes to insure professional development. To meet this standard, the candidate will demonstrate that he/she:

a. Uses information from professional journals, organizations and associations.

b. Locates, interprets and applies research and new developments to improve teaching.

c. Knows about and uses new developments and recent recommendations in adult education.

4.2 Adult Education Supervisor/Director

Standard I - The effective supervisor/director is knowledgeable in the field of educational administration and supervision. To meet this standard, the candidate will demonstrate that he/she knows:

a. The components of adult education including the identification of appropriate materials and learning aids.

b. Various funding sources for adult education programs.

c. Effective proposal preparation.

d. How to select adult education staff, including the evaluation of references and credits.

e. A system for budget and finance.

f. The local, state and federal laws, regulations and policies which directly affect adult education programs.

g. How to develop program information for dissemination, recruitment, and retention.

Standard II - The effective supervisor/director sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers and the community. To meet this standard, the candidate will demonstrate that she/he is able to:

a. Conduct needs assessments to determine program objectives related to these needs.

b. Establish and effectively utilize advisory councils.

c. Identify community resources and coordinate program activity with such resources.

d. Provide effective leadership for the development and implementation of adult educational activities in the community.

e. Assess adult education staff training needs and initiate appropriate in-service activities.

f. Recognize the relationship of an adult education program to local educational programs, community agencies, and appropriate state agencies, and to work within these structures for the benefit of the program.

g. Plan, manage and coordinate program activities.

Standard III - The effective supervisor/director supervises and evaluates programs and personnel. To meet this standard, the candidate will demonstrate that he/she is able to:

a. Evaluate and supervise adult education staff.

b. Evaluate program progress and outcomes based on program goals and objectives.

Standard IV - The effective adult education supervisor/director is a life-long learner and continues to develop knowledge, skills and attitudes to insure professional development. To meet this standard, the candidate will demonstrate that he/she:

a. Uses information from professional journals, organizations and associations.

b. Locates, interprets and applies research and new developments to improve teaching.

c. Knows about and uses new developments and recent recommendations in adult education.

4.3 Adult Education Counselor Competencies

Standard I - The effective counselor is knowledgeable in the theory, practice and techniques of counseling in relation to adults. To meet these standards, the candidate will demonstrate that he/she:

a. Knows and uses theories of counseling to include adult psychology, personality theory, theories of learning and theories of individual and group counseling.

b. Knows and uses theories of human development with emphasis on adulthood to include psychological, physiological and social characteristics.

c. Knows federal and state laws and regulations affecting counseling and adult education.

Standard II - The effective counselor is knowledgeable in adult education. To meet these standards the candidate will demonstrate that he/she:

a. Knows and uses theories and practices of adult education to include ABE, GED, ESL and/or alternative diploma programs.

b. Knows and uses community-based agencies and resources and relates them to the adult learner.

c. Knows administrative functions such as interviewing, registering, testing and planning educational prescriptions for adult learners.

d. Knows and uses economic and labor market information as it applies to occupational endeavors of the adult learner.

e. Effectively organizes, maintains and utilizes records.

f. Knows recruiting, maintaining and following-up adult learners.

Standard III - The effective counselor communicates clearly, understandably and appropriately with adults. To meet this standard, the candidate will demonstrate that he/she:

a. Relates to and communicates with the learner on an individual basis.

b. Listens and reacts to verbal and nonverbal communication.

c. Uses language appropriate to the age, social and linguistic background of the learner.

d. Responds as a resource person to the needs and goals of the learner.

e. Provides a non-threatening atmosphere for the learner.

f. Explains the counselors role to the learner.

Standard IV - The effective counselor prescribes appropriate individual programs and provides services so as to encourage growth and learning consistent with the needs and interests of the adult learner. To meet this standard, the candidate will demonstrate that he/she:

a. Assists the learner in setting realistic goals by helping him/her to understand himself/herself and his/her needs.

b. Provides educational, vocational and personal counseling to recognize and find solutions to his/her personal problems.

c. Assists other program staff in learning counseling techniques appropriate to their roles.

Standard V - The effective counselor uses the results of various evaluative procedures to assess the effectiveness of counseling services. To meet this standard, the candidate will demonstrate that he/she:

a. Commits himself/herself to an ongoing self-evaluation of counseling success in terms of learners, programs, self and community services.

b. Knows how to use, and the advantages and disadvantages of, various assessment instruments and procedures, to include standardized tests and informal procedures, criterion-referenced tests, and applied performance procedures.

c. Selects, uses and interprets appropriate evaluative and research procedures for individual learners.

d. Knows methods of evaluating and recording assessment results.

Standard VI - The effective counselor displays an attitude that is equitable, sensitive and responsive to all learners. To meet This standard, the candidate will demonstrate that he/she:

a. Possess an awareness of the adult learner as a fellow human being.

b. Projects a genuine concern and sensitivity for the learner and his/her problems.

c. Enables the learner to feel that he/she is an independent person, worthy of respect.

d. Recognizes the differences in the background of ethnic and social groups.

e. Avoids and discourages racial, sexual, social, ethnic, religious, physical and other stereotyping.

Standard VII - The effective counselor is a life-long learner and continues to develop knowledge, skills and attitudes to insure professional development. To meet this standard, the candidate will demonstrate that he/she:

a. Uses information from other professional journals, organizations and associations.

b. Locates, interprets and applies research and new developments to improve counseling.

c. Knows about and uses new developments and recent recommendations in counseling adults.

CODE_____

ADULT BASIC EDUCATION QUESTIONNAIRE

	YES	NO
1. Have you conducted a needs assessment of the community your program serves during the past two years?	_____	_____
COMMENTS:		
2. Are you familiar with the statistics on Adult Illiteracy and Undereducation in Massachusetts?	_____	_____
COMMENTS:		
3. Have you ever conducted a survey of your community to determine why people do not attend your adult education program?	_____	_____
COMMENTS:		
4. Do participants in your program formally evaluate		
4.1 teachers	_____	_____
4.2 courses	_____	_____
4.3 the program	_____	_____
COMMENTS:		
5. Does your program provide counseling?	_____	_____
COMMENTS:		
6. Does your counselor(s) make home visits?	_____	_____
COMMENTS:		

	YES	NO
7. Do you work with the following groups to recruit students for your program?		
7.1 C.E.T.A.	____	____
7.2 Welfare Office	____	____
7.3 Division of Employment Security	____	____
7.4 Personnel offices in local industries	____	____
7.5 Civic Groups	____	____
7.6 Veterans associations	____	____
7.7 Church groups	____	____

7.8 Other groups (please specify)

_____

_____

_____

COMMENTS:

8. Would you describe the nature of this cooperative effort.

_____

_____

_____

PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED STAMPED SELF-ADDRESSED ENVELOPE.

Thank you.